

Hyatt Park Elementary

4200 N. Main Street
Columbia, South Carolina 29203

Grades	PK-5 Elementary School	
Enrollment	543 Students	
Principal	Elizabeth Eason	803-735-3421
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	16	64	37

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Below Average	No
2006	Unsatisfactory	Unsatisfactory	No

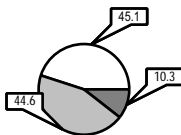
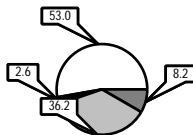
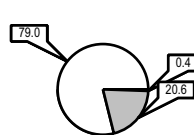
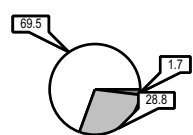
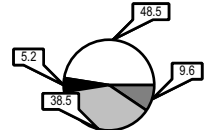
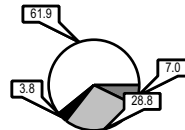
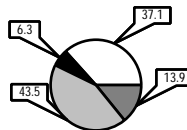
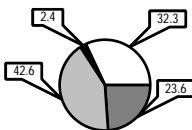
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	256	100.0	45.1	44.6	10.3	0.0	19.7	No	Yes
Gender									
Male	140	100.0	52.7	37.2	10.1	0.0	14.0	N/A	N/A
Female	116	100.0	35.6	53.8	10.6	0.0	26.9	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	252	100.0	45.2	44.3	10.4	0.0	19.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	216	100.0	39.4	49.0	11.6	0.0	22.2	N/A	N/A
Disabled	40	100.0	77.1	20.0	2.9	0.0	5.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	45.1	44.6	10.3	0.0	19.7	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	100.0	45.3	44.4	10.3	0.0	19.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	236	100.0	46.8	44.4	8.8	0.0	18.5	No	Yes
Full-pay meals	20	100.0	23.5	47.1	29.4	0.0	35.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	256	100.0	53.2	36.1	8.2	2.6	19.3	No	Yes
Gender									
Male	140	100.0	53.5	38.8	5.4	2.3	20.2	N/A	N/A
Female	116	100.0	52.9	32.7	11.5	2.9	18.3	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	252	100.0	53.0	36.1	8.3	2.6	19.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	216	100.0	47.5	39.9	9.6	3.0	22.2	N/A	N/A
Disabled	40	100.0	85.7	14.3	0.0	0.0	2.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	53.2	36.1	8.2	2.6	19.3	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	100.0	53.4	35.8	8.2	2.6	19.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	236	100.0	56.0	34.7	6.9	2.3	16.7	No	Yes
Full-pay meals	20	100.0	17.6	52.9	23.5	5.9	52.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	256	100.0	79.0	20.6	0.4	0.0	0.4
Gender							
Male	140	100.0	79.8	19.4	0.8	0.0	0.8
Female	116	100.0	77.9	22.1	0.0	0.0	0.0
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	252	100.0	78.7	20.9	0.4	0.0	0.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	216	100.0	75.3	24.2	0.5	0.0	0.5
Disabled	40	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	79.0	20.6	0.4	0.0	0.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	100.0	78.9	20.7	0.4	0.0	0.4
Socio-Economic Status							
Subsidized meals	236	100.0	81.9	18.1	0.0	0.0	0.0
Full-pay meals	20	100.0	41.2	52.9	5.9	0.0	5.9

Social Studies							
All Students	256	100.0	69.5	28.8	1.7	0.0	1.7
Gender							
Male	140	100.0	75.2	22.5	2.3	0.0	2.3
Female	116	100.0	62.5	36.5	1.0	0.0	1.0
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	252	100.0	69.1	29.1	1.7	0.0	1.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	216	100.0	66.2	31.8	2.0	0.0	2.0
Disabled	40	100.0	88.6	11.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	69.5	28.8	1.7	0.0	1.7
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	100.0	69.4	28.9	1.7	0.0	1.7
Socio-Economic Status							
Subsidized meals	236	100.0	72.2	26.4	1.4	0.0	1.4
Full-pay meals	20	100.0	35.3	58.8	5.9	0.0	5.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	95	95.8	56.3	31.3	12.5	0.0	12.5
	4	81	97.5	50.7	37.3	11.9	0.0	11.9
	5	90	100.0	46.3	45.0	8.8	0.0	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	100.0	39.8	48.4	11.8	0.0	11.8
	4	76	100.0	48.6	44.3	7.1	0.0	7.1
	5	76	100.0	48.6	40.0	11.4	0.0	11.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	95	100.0	62.7	34.9	2.4	0.0	2.4
	4	81	98.8	42.6	36.8	11.8	8.8	20.6
	5	90	100.0	52.5	38.8	6.3	2.5	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	100.0	63.4	31.2	5.4	0.0	5.4
	4	76	100.0	58.6	30.0	10.0	1.4	11.4
	5	76	100.0	34.3	48.6	10.0	7.1	17.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	95	99.0	88.0	10.8	1.2	0.0	1.2
	4	81	98.8	69.1	29.4	1.5	0.0	1.5
	5	90	100.0	76.3	18.8	3.8	1.3	5.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	100.0	79.6	19.4	1.1	0.0	1.1
	4	76	100.0	85.7	14.3	0.0	0.0	0.0
	5	76	100.0	71.4	28.6	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	95	99.0	78.3	21.7	0.0	0.0	0.0
	4	81	98.8	55.9	41.2	2.9	0.0	2.9
	5	90	100.0	67.5	30.0	1.3	1.3	2.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	100.0	66.7	31.2	2.2	0.0	2.2
	4	76	100.0	68.6	28.6	2.9	0.0	2.9
	5	76	100.0	74.3	25.7	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 543)				
First graders who attended full-day kindergarten	100.0%	Up from 93.4%	100.0%	100.0%
Retention rate	3.0%	Up from 2.4%	4.0%	2.8%
Attendance rate	97.2%	Down from 97.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.6%	0.0%	0.0%
Eligible for gifted and talented	2.6%	Down from 4.0%	3.8%	10.4%
On academic plans	72.4%	N/AV	48.9%	33.6%
On academic probation	44.9%	N/AV	2.1%	1.0%
With disabilities other than speech	8.7%	Up from 6.1%	7.5%	7.5%
Older than usual for grade	1.2%	Down from 2.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 0.8%	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	72.1%	Up from 65.2%	52.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.8%	N/A	5.2%	2.4%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	3.3%	0.0%
Teachers returning from previous year	86.7%	Up from 85.9%	83.1%	87.3%
Teacher attendance rate	96.6%	Up from 93.8%	94.5%	94.9%
Average teacher salary	\$46,119	Up 2.9%	\$41,503	\$42,485
Prof. development days/teacher	19.0 days	Up from 17.1 days	14.9 days	13.3 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.0 to 1	16.4 to 1	18.6 to 1
Prime instructional time	90.5%	Up from 88.4%	88.2%	89.7%
Dollars spent per pupil*	\$8,426	Up 30.8%	\$7,897	\$6,557
Percent of expenditures for teacher salaries*	69.5%	Down from 70.5%	59.9%	64.0%
Percent of expenditures for instruction*	79.9%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hyatt Park Elementary School is undergoing a transformation!

The staff, parents and community are united to create a school culture characterized by excellence, collaboration and high levels of achievement. We are working to ensure that Hyatt Park Elementary is a place where learning is the focus, and every child is safe. Highly qualified staff work in partnership with parents and community to ensure the success of all students.

Several areas were identified to focus attention and resources this school year. These areas included increasing the number of students reading at or above grade level, providing academic and behavioral interventions and improving relationships with parents and members of the community.

School-wide literacy initiatives were implemented this year to increase the number of students reading at or above grade level. These initiatives included continued participation in the SC Reading First Initiative (K-3), implementation of the 100 Book Challenge program in grades 4-5, a year-long calendar of events that promoted literacy and a love for reading, common planning periods and team planning sessions along with sustained coaching/ professional development for instructional and support staff.

Extensive time and attention have been given to providing academic interventions both during and after school and to researching and developing plans for implementing procedures and best practices designed to address the needs of students who are academically and behaviorally challenged.

Several efforts have been made to improve relationships with parents and members of the community such as increased participation at PTO meetings, parent attendance at regularly scheduled parenting sessions (Books & Breakfast, Muffins for Moms, Donuts for Dads), parent and community involvement and participation during focus group and school improvement planning sessions.

Throughout the 2005-06 school year, much emphasis and attention have been given to effectively using data to inform instructional decisions and to recognizing and celebrating RESULTS. Students have shown significant increases in their performance on Stanford Reading First, Dominie and District Benchmark assessments.

In order to effect the transformation that we envision, all stakeholders will work together to achieve our mission to ensure that all children at Hyatt Park Elementary are successful by providing a safe and well-rounded learning environment, results-oriented teaching and a highly qualified staff in partnership with the community.

Kimberly Jones, SIC Chairperson
Elizabeth R. Eason, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	71	51
Percent satisfied with learning environment	81.3%	94.3%	81.6%
Percent satisfied with social and physical environment	85.4%	85.9%	78.0%
Percent satisfied with school-home relations	63.0%	87.0%	83.0%

*Only students at the highest elementary school grade level at this school and their parents were included.